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ABSTRACT

This monograph is one of a series describing courses developed for a curriculum in higher education which prepares personnel for employment in local, state and regional levels of Employment and Training (formerly Manpower) Administration programs of the U.S. Department of Labor. This course, called "Critical Issues in Women Employment," is a specialty course in the Bachelor of Science degree in Human Resources Development (manpower concentration) at Oakland University in Rochester, Michigan. Faculty members at other colleges and training directors for governmental units will find this monograph useful in establishing educational programs for current or future manpower program employees. The course is divided into instructional modules, each covering three or more hours of instruction which may serve as a basis for short-term training sessions. The six modules deal with: history and current status of working women; labor statistics; federal and state legislation; employment practices and sex discrimination; impact of the women's movement; and research and resources. (Author)

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CRITICAL ISSUES IN WOMEN EMPLOYMENT — HRD 467
A Higher Education Course Monograph

No. 9 in a Series

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Manpower Development Higher Education System (MDHES)
Oakland University, Rochester, Michigan

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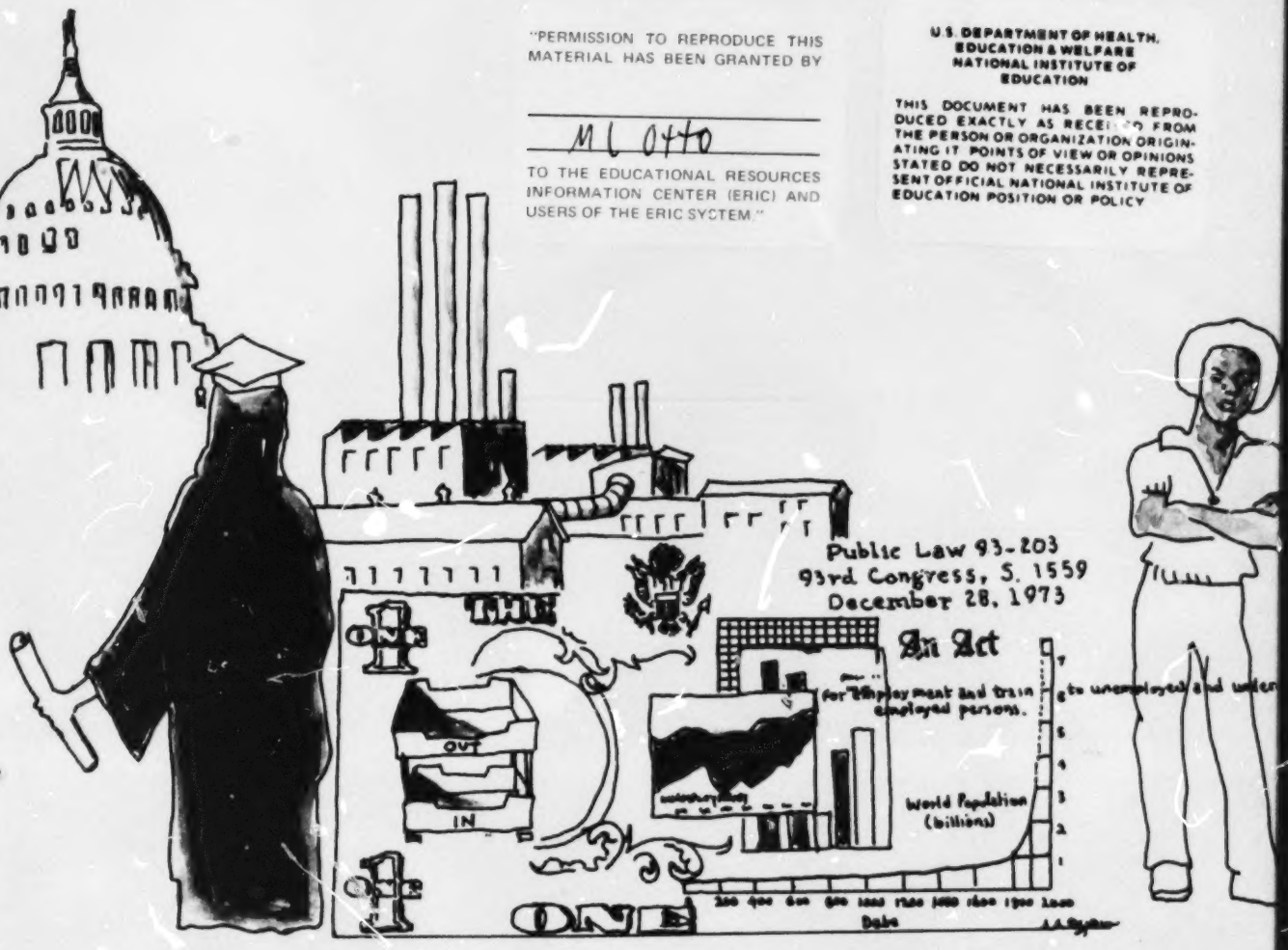

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Critical Issues in Women Employment - HRD 467

A Course Monograph

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PUBLISHED BY:

Manpower Development Higher Education System (MDHES)
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PREFACE

This monograph is one of a series describing courses developed for a curriculum in higher education which prepares personnel for employment in local, state and regional levels of Employment and Training (formerly Manpower) Administration programs of the U.S. Department of Labor. This course, HRD 467 - Critical Issues in Women Employment, is a specialty course in the bachelor of science degree in human resources development (manpower concentration) at Oakland University.

Faculty members at other colleges or training directors for governmental units will find this monograph useful in establishing educational programs for current or future manpower program employees. This course is divided into instructional modules, each covering three or more hours of instruction which may serve as a basis for short-term training sessions.

This course was developed and written up by Janice M. Guerriero, a faculty member who serves as Coordinator for Curriculum Development for the Manpower Institutional Grant (MIG).

The last page of this monograph is an evaluation form. We request that you return it after you have had time to examine the monograph and its possible uses to you. Your feedback will be of great assistance in evaluating our curriculum effectiveness. Thank you.

A complete description of the B.S. in Human Resource Development with a Manpower concentration is contained in Monograph No. 8, "Higher Education for Manpower Program Personnel: Development and Design of the Program at Oakland University." For information and literature on our other publications, contact

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1.0 INTRODUCTION

1.1 Description of Curriculum: Concentration in Manpower Development

The Concentration in Manpower Development is a major component of the bachelor of science degree in human resources development offered by the Human Resources Development Area of the School of Education at Oakland University (see Fig. 1). The main goal is to provide a program which will help students to acquire the knowledge, skills and attitudes necessary to function effectively in entry-level positions in manpower programs at the local, county, state and regional levels.

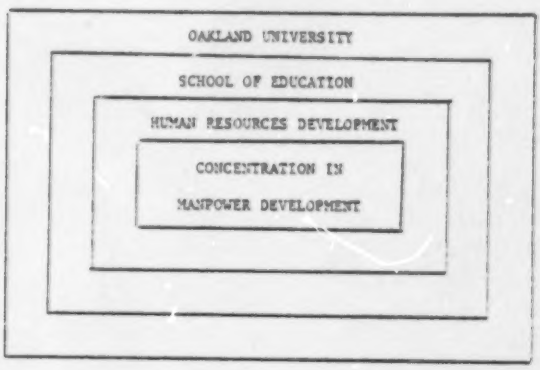


Figure 1: Location of Manpower Concentration

The B.S. in human resources development is a 124 semester credit degree of which 64 credits are devoted to general education in academic skills and to appropriate electives. General education includes: communication and writing skills, symbolic systems (such as mathematics, computer programming or modern language), three or more foundation courses in the social sciences (such as economics, political science, sociology and psychology) and one or more courses in natural science, history and studies of other areas of the world or arts.

The remaining 60 semester hours of credit comprise the professional concentration in manpower development. There are three major components within this concentration: cognate courses, basic core courses which include an internship in a manpower program setting and a selection of courses in various specialties of manpower work. Each component emphasizes a different area of professional preparation and provides flexibility which allows students to draw upon a wide range of course work. Figure 2 illustrates the parts of the degree program followed by a brief description of each of the three components of the concentration in manpower development.

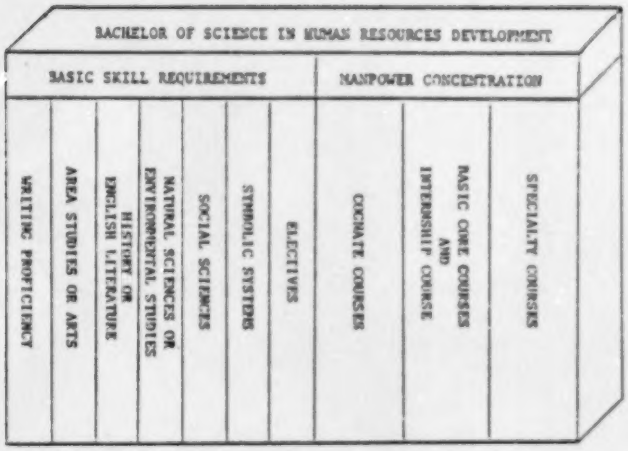


Figure 2: HRD Course Distribution

1.11 The Cognate Course Area

Within the 60-credit concentration in manpower development each student is required to take a minimum of 24 credits chosen from a wide selection of upper division courses which are regularly offered within the university in subject areas of: economics, management, political science, psychology, sociology/anthropology or speech communication. Students must have previously taken prerequisite courses under the basic skills requirement or as electives.

Courses chosen for the cognate area must include the following:

a. One course in psychology, 200 level or above (4)
b. One course in sociology or anthropology, 200 level or above (4)
c. One course (chosen from the list below) which deals with social change (4)

HRD 401 - Organizational Analysis and Change Process
ECN 309 - Metropolis: Problems and Policies
ECN 368 - Economics of Human Resources
PS 205 - Politics of the Local Community
SOC 205 - Sociology of Social Problems
SOC 336 - Sex Roles in Modern Society
SOC 441 - Social Change
SOC 370 - Communities

d. Courses in economics, management, political science, psychology, anthropology, linguistics, speech communication, or: (12-16 credits)

HRD 301 - The Nature of Man
HRD 302 - Ethical Studies of Personal Crises
HRD 402 - Human Services Delivery and Evaluation

1.12 Basic Core, Internship and Specialty Courses

As a part of the concentration in manpower development, each student is required to take a minimum of 24 to 28 semester hours credit from a selection of applied courses offered under the lables HI (Human Interaction) and HRD (Human Resources Development) plus an "Internship in Human Resources Development," 8 to 12 credits, for a total of 60 semester hours credit including the 24 credits in the cognate area. A breakdown of the manpower concentration includes:

A. Area of Specialization (24-28 credits)

a. Human Interaction courses (8)
b. Human Resources Development courses (8) not including HRD 369 or HRD 390
c. Additional courses in HI and HRD (8-12)

The HI and HRD courses emphasize the development of practical skills and competencies for work in human services programs. Courses fall into two general categories: career development and social crisis. Students who choose to specialize in career development will be prepared to help people become more self-sufficient and productive through education and/or employment. Courses in social crisis provide preparation for work in areas such as mental health and substance abuse.

B. Research or Statistics (4 credits)

One of the courses in the area of specialization or the cognate area must include a research or statistics component.

Courses which may be applied to the area of specialization:

HRD 362 - Assessment of Youth and Adults
HRD 390 - Special Projects in Human Resources Development

Courses which may be applied to the cognate area:

PSY 252 - Statistics and Research Design
SOC 203 - Social Statistics
SOC 307 - Methods of Social Research

C. Internship (8-12 credits)

HRD 490 - Internship in Human Resources Development

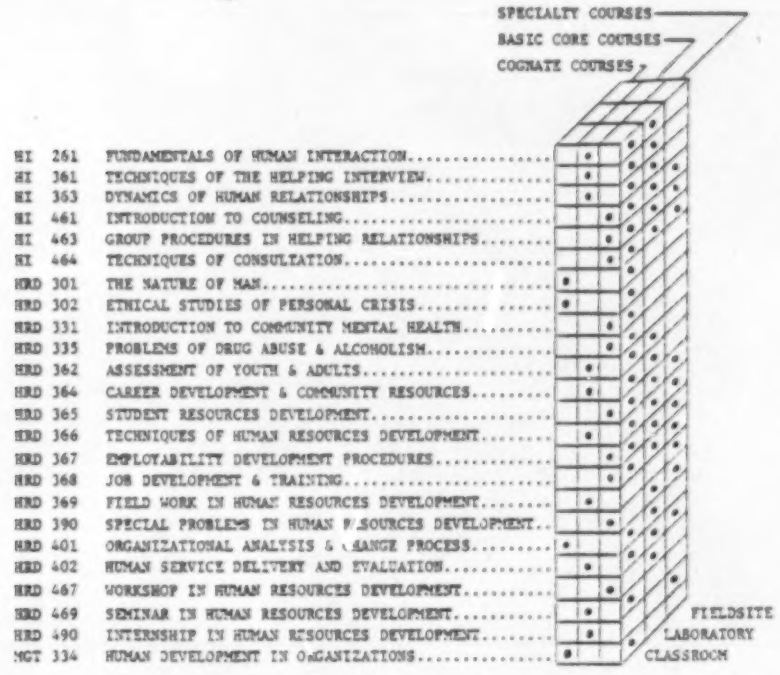
The internship is generally taken during the student's final semester. Students are placed in supervised work settings appropriate to their interests where they have an opportunity to apply the theories and skills they have learned. For 8 credits a minimum of 175 contact hours are required; for 12

credits a minimum of 265 contact hours are required. Permission of the HRD faculty is necessary to take a 12 credit internship. Additional information concerning the internship is available in the Advising Center.

1.2 Positioning of Course Within Curriculum

The following is a list of the courses which were developed for the human resources development curriculum. They are the courses which have been added, to date, at the undergraduate level, to offerings already available within Oakland University which are relevant for the preparation of personnel for work in human resources development programs. They are classified as to the part of the manpower development concentration where they may be applied, such as cognate, core, or specialty courses. Also, the various sites where instruction takes place are indicated such as: classroom, laboratory (simulation) or field site.

NEW COURSES DEVELOPED FOR THE HUMAN RESOURCES DEVELOPMENT CURRICULUM *


SPECIALTY COURSES
BASIC CORE COURSES
COGNATE COURSES
HI 261 FUNDAMENTALS OF HUMAN INTERACTION
HI 361 TECHNIQUES OF THE HELPING INTERVIEW
HI 363 DYNAMICS OF HUMAN RELATIONSHIPS
HI 461 INTRODUCTION TO COUNSELING
HI 463 GROUP PROCEDURES IN HELPING RELATIONSHIPS
HI 464 TECHNIQUES OF CONSULTATION
HRD 301 THE NATURE OF MAN
HRD 302 ETHICAL STUDIES OF PERSONAL CRISIS
HRD 331 INTRODUCTION TO COMMUNITY MENTAL HEALTH
HRD 335 PROBLEMS OF DRUG ABUSE & ALCOHOLISM
HRD 362 ASSESSMENT OF YOUTH & ADULTS
HRD 364 CAREER DEVELOPMENT & COMMUNITY RESOURCES
HRD 365 STUDENT RESOURCES DEVELOPMENT
HRD 366 TECHNIQUES OF HUMAN RESOURCES DEVELOPMENT
HRD 367 EMPLOYABILITY DEVELOPMENT PROCEDURES
HRD 368 JOB DEVELOPMENT & TRAINING
HRD 369 FIELD WORK IN HUMAN RESOURCES DEVELOPMENT
HRD 390 SPECIAL PROBLEMS IN HUMAN RESOURCES DEVELOPMENT
HRD 401 ORGANIZATIONAL ANALYSIS & CHANGE PROCESS
HRD 402 HUMAN SERVICE DELIVERY AND EVALUATION
** HRD 467 WORKSHOP IN HUMAN RESOURCES DEVELOPMENT
HRD 469 SEMINAR IN HUMAN RESOURCES DEVELOPMENT
HRD 490 INTERNSHIP IN HUMAN RESOURCES DEVELOPMENT
MGT 334 HUMAN DEVELOPMENT IN ORGANIZATIONS
FIELDSITE
LABORATORY
CLASSROOM

* NOTE: IN ADDITION, THERE ARE NUMEROUS OTHER APPROPRIATE COURSES OFFERED REGULARLY WITHIN THE UNIVERSITY IN ECONOMICS, EDUCATION, MANAGEMENT, MATHEMATICS, POLITICAL SCIENCE, PSYCHOLOGY, RESEARCH AND COMPUTER SCIENCE, SOCIOLOGY/ANTHROPOLOGY, STATISTICS AND OTHER ELECTIVES WHICH MAY BE APPLIED TOWARD THE BACHELOR OF SCIENCE IN HUMAN RESOURCES DEVELOPMENT.

** HRD 467 is a workshop course whose title and content change to allow current issues to be offered through a pre-approved course format. "Critical Issues in Women Employment" was the HRD 467 topic offered during Winter term 1976.

1.3 Statement of Course Purpose

Critical Issues in Women Employment was designed as a "hands-on" course for current or future manpower practitioners or personnel technicians who require a working knowledge of the baris for federal and state laws mandating equal employment practices and affirmative action policies for women moving through the labor force. The course content was delivered through lectures, assigned reading, numerous guest speakers, films, student presentations and field visits. Every effort was made to deal with women labor issues across a continuum of jobs, in both the public and private sectors, in union and non-union situations, in full/part-time positions, and for women as minority persons as well as women minorities. Se_tion 2.1 elaborates on the course goals, while participant characteristics and instructional strategies are covered in sections 2.0 and 3.3 respectively.

2.0 COURSE DEVELOPMENT PROCESS

2.1 Description of Course Development

The Manpower Institutional Grants (MIG) are awarded by the Employment and Training Administration of the U.S. Department of Labor to universities who are sensitive to regional and local manpower training needs and who can implement courses which compliment those training areas.

With the inception and enforcement of equal employment/affirmative action legislation, employers began seeking persons with knowledge and experience in these employment practices. A personnel specialty has developed and job titles such as Equal Employment Opportunity (EEO) Specialist and Affirmative Action Officer are frequently seen advertised.

Women have been legally identified as an employment minority group to whom EEO and affirmative action policies apply. In order to provide area manpower practitioners and students in this university's manpower concentration with a working knowledge of these required labor practices, Critical Issues in Women Employment was developed and offered during Winter term, 1976.

As a specialty course in the manpower concentration of the B.S. degree in Human Resources Development, this undergraduate course attracted 25 participants. An oral survey of class members indicated that most of the students were junior and senior HRD-Manpower majors, with the remainder coming from psychology, sociology or undeclared majors. About 66% were employed full time in social service or government agencies and automotive (personnel or secretarial) positions. Student goals in taking the course were strongly related to course content: desire for knowledge about women employment issues for either personal use or for use on current or future jobs.

Appendix A.1 shows a Course Development Model partially used in designing the course. About six months of research was conducted which included reviewing literature and media resources, visiting the USDL Women's Bureau in Washington, and visiting various Women's Studies programs, particularly the curricula offered at the University of Michigan, Michigan State University and Wayne State University. A small library of materials was accumulated while developing this course; these items have been added to the departmental manpower library.

2.2 Description of Module Development

Six topical areas were derived from the course research and a study of a Region V training needs analysis which reflect

a) informational needs
b) materials availability
c) classroom modification
d) practical application

Appendix A.2 contains an Instructional Module Development Model partially used in the module design phase. The module topics are listed in section 3.2 of this monograph and are described for replication in section 4.0.

3.0 COURSE STRUCTURE

3.1 Course Goals

To develop a factual account of sex discrimination in the U.S. labor market, including a historical/developmental perspective as well as a current picture.

To learn the sources of labor statistics relevant to women, how to interpret these data, and what the implications are for certain employment practices.

To become familiar with federal and state legislation and regulations governing women employment, including interpretation, application and enforcement of relevant labor laws.

To review the job categories, qualifications and duties for such positions as Equal Employment Opportunity (EEO) Specialist and Affirmative Action Officer for advancement or future employment purposes.

To develop an attitude of thoughtfulness rather than prejudice and bias concerning women employment issues, reflecting a thorough study of the facts and commitment to a reasonable course of action.

3.2 Course Content

The six instructional modules cover the following topics:

3.21 History and current status of women in the labor force;
3.22 Labor statistics - women in the work force;
3.23 Federal and state legislation affecting women employment;
3.24 Employment practices; women and sex discrimination;
3.25 Impact of the women's movement on working women;
3.26 Research, resources, references.

3.3 Overview of Instructional Strategies

"Critical Issues in Women Employment" was developed as a four-credit course offered during fifteen 3-hour sessions.

The three-hour time block for each class period was broken down into 30-minute activities such as individual or team exercises, student presentations or demonstrations and class discussions. Sixty-minute blocks were used for lectures, guest presentations, small task groups and quizzes. Students spent a minimum of four hours a week outside of class working on projects, attending workshops, and reading assigned texts.

The short lectures were presented by the instructor to provide cognitive material. Discussion questions were used to stimulate input from students. Frequent topical lectures were also made by guest faculty members, employment personnel and students.

About one-fourth of the course time was devoted to the review and critique of relevant films, tapes and simulation games. Special activities include student-designed class projects and a structured, take-home final exam. There were three required texts as well as bibliographies of supplementary materials (see Appendix A.3). Section 4.0 of this monograph contains a detailed listing and description of the activities and materials used in each of the six instructional modules.

3.4 Assessment System

Pre-Assessment System

A survey of participants' accomplishments and needs was obtained from questions 8-11 on the "Undergraduate Student Questionnaire for HI and HRD Courses" (Appendix A.4) which is completed by students on the first night of class. This information is then used to modify or supplement the course content.

Interim Assessment System

At least every third class session students were asked to share verbally how they felt about their involvement in class--mastery of course material, satisfactions, criticisms, changes, etc. so that appropriate adjustments could be made.

Terminal Assessment

During the last class session students were asked to respond in writing to a verbal cue: "If tonight were actually the first session of this class, how would you like the course to be for you over the coming term?" Students were asked to view the course as a whole now that they were at the completion point. This exercise rendered specific contributions which were extremely valuable in making future changes in the course.

Section 5.1 contains a description of the evaluation procedures for both student and program (course) performance.

4.0 DESCRIPTION OF INSTRUCTIONAL MODULES

To ensure mastery of course content, six instructional modules were designed to integrate major topic areas and the related competency attainment into the course time frame. Appendix A.2 contains the model used for the development of the modules. This course was delivered in 15 three-hour classroom sessions plus outside work. The modules were delivered as follows:

Module Number	Title	Number of Class Sessions
1	History and current status of women in the labor force	3
2	Labor statistics-women in the work force	2
3	Federal and state legislation affecting women employment	3
4	Employment practices-women and sex discrimination	3
5	Impact of the women's movement on working women	2
6	Research, resources, references	2

4.1 Module 1 "History and Current Status of Women in the Labor Force"

4.11 Rationale:

The purpose of this module is to establish the developmental history of women's economic contributions in the labor force and to assess women's present status as wage earners.

4.12 Instructional Objectives

4.121 Terminal Objective:

Students will be able to demonstrate mastery of cognitive information from this module in discussions, projects, and on a written test.

4.122 Interim Objectives:

Students will use this module information as a basis for the selection of class projects and for test questions.

Students will begin pointing out discrepancies between factual data on women employment and mythical or idealized portrayals of working women.

4.13 Description of Instructional Content

Lecture material taken from:

Chafe, W. H., The American Woman, Her changing social, economic and political roles, 1920-1970, Oxford University Press, New York, 1972.

Glazer-Malbin, N. and Walhrer, H., Woman in A Man-Made World, A Socioeconomic Handbook, Rand McNally, Chicago, 1972, Parts One and Three.

Katzell, M. and Byham, W., Women in the Work Force, Confrontation with Change, Behavioral Publications, Inc., New York, 1972.

Chapter 3 "The Current Status of the Employment of Women" Catherine East
Chapter 6, 7, 8 "What Labor, Management, and Government are doing about Women in the Work Force".

4.14 Description of Instructional Strategies

In the three class periods devoted to this module, the first session was the introductory class, which included a general orientation, a survey of student data and needs and a short lecture on the (hafe material followed by a discussion of student reactions and opinions. The second session was a lecture comprised of the Glazer-Malbin/Walhrer and Katzell/Byham texts. The third session summarized the module content in a two-film series entitled:

Women on the March I

Struggle for women's rights in England, Canada and United States; picketing, parading, hunger strike. (NFBC; McGH, 1958)

University of Michigan
Audiovisual Education Center
416 Fourth Street
Ann Arbor, Michigan 48103

29 min. $6.75

Women in the March II

Struggle for women's rights after World War I. The achievement of women in different fields; their work for peace, economic equality and legal rights. (NFBC; McGH, 1958)

University of Michigan
Audiovisual Education Center
416 Fourth Street
Ann Arbor, Michigan 48103

29 min. $6.75

and

The Emerging Woman

Hands down the best overview of women's history in the U.S. from pioneer days to the present made yet. "Using old engravings, photographs, newsreels and other film clips, the filmmakers show the varied economic, social, and cultural experience of woman, how she felt about her condition, and how her sex, race and class often determined her priorities." We found the understanding of race and class evident in this film encouraging. Though it gives no specific analysis of patriarchy (and no mention of lesbians) it does give a good introduction to women's history, and some sense of underlying issues and necessities in the current women's movement.

Film Images
1034 Lake Street
Oak Park, Illinois 60301

Rental $45 - $60
40 min. Purchase $350

Students discussed the films' relevance and noted similarities in current media portrayal of working women.

Assignments included readings appropriate to the lecture material as well as handouts describing the "Make-Up Your Own Test" (Appendix A.5) and "Project Choices" (Appendix A.6) assignments.

4.15 Evaluation Process

Evaluation of this module will be determined by students' input on this section of the written exam. (For Program Evaluation, see section 5.12).

4.2 Module 2 "Labor Statistics - Women in the Work Force"

4.21 Rationale: The purpose of this module is to establish a data base of labor statistics of American women in the work force.

4.22 Instructional Objectives

4.221 Terminal Objective: Students will learn sources of women labor statistics as well as data interpretation and evaluation techniques.

4.222 Interim Objective: Students will be able to collect and coordinate various sources of data for use on their class projects.

4.23 Description of Instructional Content

Lecture material taken from:

Glazer-Malbin, N. and Walhrer, H., Woman in A Man-Made World, A Socioeconomic Handbook, Rand McNally, Chicago, 1972. Parts One and Four.

Jongeward, D., and Scott, D., Affirmative Action for Women, Addison-Wesley, Reading, Mass., 1973. Chapters One and Two.

U.S. Department of Labor, U.S. Working Women, A Chartbook, Bureau of Labor Statistics, 1975.

U.S. Department of Labor, Monthly Labor Review, Bureau of Labor Statistics. (Monthly journal).

U.S. Department of Labor, Women and Work, September, 1975.

Kohen, A., Breinich, S., and Shields, P., Women and the Economy: A Bibliography and A Review of the Literature on Sex Differentiation in the Labor Market, Ohio State University, March, 1975.

U.S. Department of Labor, Women's Bureau, 1975 Handbook on Women Workers.

4.24 Description of Instructional Strategies

In the two sessions devoted to this module, one class period was devoted to a visual presentation (overhead and charts) of women labor statistics from the above sources, with special emphasis on data which contradict commonly held misconceptions.

The second class period centered around a presentation by three representatives from the Training Department of General Motors Corporation, Truck and Coach Division, Pontiac, Michigan. Representing men, women, and black women, the three personnel specialists described how this GMC division collects and utilizes employment data for use in company affirmative action procedures.

An active discussion between students and panel continued well past the end of class time.

4.25 Evaluation Process

A record was kept of student participation in the panel discussion. Further assessment of content will be measured by student input in this section of the exam.

4.3 Module 3 "Federal and State Legislation Affecting Women Employment"

4.31 Rationale: The purpose of this module is to acquaint students with the laws, both early and recent, which form the legal basis for equal employment enforcement concerning women.

4.32 Instructional Objectives

4.321 Terminal Objective: Students will be able to cite the categories and sources of laws governing employer-minority employment practices.

4.322 Interim Objective: Students will gain an elementary knowledge of employment laws in preparation for discussion with guest speaker experts and to complete project and test assignments.

4.33 Description of Instructional Content

Lecture material taken from:

U.S. Equal Employment Opportunity Commission, Affirmative Action and Equal Employment, A Guidebook for Employers, Washington, D.C., 1974. Volume I, Part 1, and Volume II, Appendix D.

Ross, S., The Rights of Women, Avon Books, New York, 1973. Chapters 1 and 2 and Appendix A.

Ginsberg, R., Constitutional Aspects of Sex-Based Discrimination, West Publishing Co., St. Paul, Minnesota, 1974.

Murphy, I., Public Policy on the Status of Women, Lexington, Books, D.C. Heath & Co., Lexington, Mass., 1973. Chapter 3.

Jongeward, D., and Scott, D., Affirmative Action for Women, Addison-Wesley Publishing Co., Reading, Mass., 1973. Chapter 3.

EEO Commission, Job Discrimination? Laws and Rules You Should Know, Washington, D.C. 20506.

"Federal Laws and Regulations Concerning Sex Discrimination in Educational Institutions," Compiled by the Project on the Status and Education of Women, Association of American Colleges, Washington, D.C., 1972. (Reprinted in Appendix A.7 of this monograph.)

4.34 Description of Instructional Strategies

During the three class periods covering this module, the first session was used for an explanation of legislation by a guest speaker expert. An EEO Specialist from the Detroit Office of the Equal Employment Opportunity Commission presented an interpretation of Executive Order 11246 and Title VII legislation.

During the second session, students discussed application of legislation with a representative from the City of Detroit - an EEO officer.

The third session was spent reviewing legislation by viewing and discussing the following film:

Bill of Rights in Action: Equal Opportunity

A black factory worker has been promoted over a white, even though the white has seniority. The company feels it must have blacks in supervisory positions and also wants to make up for past discrimination. The white protests, saying that in fact he is the one who is being discriminated against. The case is argued in depth before an arbitrator and the film is left open-ended - the viewers are asked to decide the issue. (BFA, 1970)

University of Michigan
Audiovisual Education Center
416 Fourth Street
Ann Arbor, Michigan 48103

22 min. color $9.20

4.35 Evaluation Process

Students' knowledge of legislation will be evaluated according to the criteria for their self-designed exams.

4.4 Module 4 "Employment Practices - Women and Sex Discrimination"

4.41 Rationale: The purpose of this module is to acquaint students with both discriminatory and equalizing employment practices affecting women in the public and private sectors.

4.42 Instructional Objectives

4.421 Terminal Objectives: Students will be able to cite which employment practices have traditionally discriminated against women.

Students will recognize the job title, descriptions and duties of EEO Specialists and Affirmative Action Officers.

4.422 Interim Objective: Students will begin to associate women's labor history, labor statistics, and legislation with the appropriate employment practices.

4.43 Description of Instructional Content

The lecture material was derived from the following sources:

U.S. Commission on Civil Rights, The Federal Civil Rights Enforcement Effort-1974, Washington, D.C., 1975. Volume 5, "To Eliminate Employment Discrimination."

U.S. Equal Employment Opportunity Commission, Affirmative Action and Equal Employment, A Guidebook for Employers, Washington, D.C., 1974. Volumes I and II

Murphy, I., Public Policy on the Status of Women, Lexington Books, D.C. Heath & Co., Lexington, Mass., 1973, Chapters 1 and 2.

Katzell, M. and Byham, W., Women in the Work Force, Behavioral Publications, Inc., New York, 1972, Chapter 5-8.

Jongeward, D. and Scott, D., Affirmative Action for Women, Addison-Wesley Publishing Co., Reading, Mass., 1973. Chapters 4-6, 8-10 and 13.

4.44 Description of Instructional Strategies

The three class sessions covering this module were broken down as follows:

First session: A series of speakers discussed their agencies' procedures for affirmative action implementation. Included were an Employment Specialist from Chrysler Corporation, the Affirmative Action Officer from the City of Pontiac, and an International Representative from the Women's Department-UAW.

Second session: An EEO Coordinator from the Michigan Department of Civil Rights discussed citizen complaint procedures and monitoring enforcement of EEO legislation.

In addition, the following films were critiqued:

51%

Three case studies of women employees in a corporation spotlight stereotypes about and discrimination against women. Provides role-model examples of women dealing with difficult situations.

Response and Associates
P.O. Box 333
Chicago Heights, Illinois 60411

		Rental $35
24 min.	color	Purchase $200

EEOC Story

Narrated by well-known actress Ruby Dee, EEO Story takes an informal, yet systematic look at the machinery of the Equal Employment Opportunity Commission and shows how it served both the minority community and women. There are interviews with key officials in EEOC, including former Chairman William H. Brown III, dealing with corporate and union discrimination

against minorities and women seeking employment. The film dramatically illustrates typical violations of Title VII of the Civil Rights Act.

William Greaves Productions, Inc.
1776 Broadway
New York, New York 10019

38 min. color Rental: $35 per day and $100 per week
Purchase: $300

Take This Woman

Approaches the issue of equal employment opportunity for women and their plea for acceptance and the need to fulfill their potential. Sites specific cases, judicial decisions, and views of individuals--both men and women--to comment on promotions, careers, and opportunities. Narration, interviews, and commentary by individuals accompany on-the-job visual sequences.

Films Incorporated
Dottie Horvath Avenue
8124 Central Park
Skokie, Illinois 60076

25 min. color Rental: $20 - $23
Purchase: $235

Third Session: This period was used to play a simulation game entitled "Women vs. the System" produced by the B'nai B'rith Organization. This is an LP record set of cue incidents of stereotypic treatment of women in work settings. The various cuts are played and students, working in leader-discussion groups, respond to questions supplied by the simulation manual. As a review of the entire module, students were also asked to apply employment practice information and to hypothesize possible outcomes in taking legal action against discriminatory treatment.

4.45 Evaluation Process

Student participation on the discussions and simulation game was recorded to be used in the grading procedure. Mastery of cognitive content of module to be measured on the project and exam assignments.

4.5 Module 5 "Impact of the Women's Movement on the Working Woman"

4.51 Rationale: The purpose of this module is to look at the relationship between the various women's movements and working conditions for women.

4.52 Instructional Objectives

4.521 Terminal Objective: Students will develop a factual perspective of the employment aspects addressed by the women's movement.

4.522 Interim Objective: Students will be able to relate their own experiences with women's liberation to the course content.

4.53 Description of Instructional Content

Lecture material taken from:

Chafe, W., The American Woman, Her Changing Social, Economic, and Political Roles, 1920-1970, Oxford University Press, New York, 1972, Part III.

Katzell, M. and Byham, W., Women in the Work Force, Behavioral Publications, Inc., New York, 1972, Chapter 4.

DeCrow, K., Sexual Justice, Vintage Books, New York, 1974.

Gornick, V. and Moran, B., Woman in a Sexist Society, Basic Books, Inc., New York, 1971.

4.54 Description of Instructional Strategies

During this two-session module the following activities took place.

Lecture presentation on above material by instructor;

Films: Roll Over

A short exciting montage of women's roles--starting with the traditional and 'rolling them over' to show women doing anything and everything, expecially good in its glimpses of women doing physical labor with collective spirit. The scenes of men doing 'women's work' are also fine--making long-standing feminist complaints visually accessible. The sound track by Lavender Jane places strong emphasis on women breaking the bonds of dependence and forming new bonds based on self-sufficiency and sisterhood. Marian Hunter and Pat Bertozzi.

Herstory Films
P.O. Box 315
Franklin Lakes, New Jersey 07417

10 min. color Rental: $20

Women in Management: Threat or Opportunity

When a woman climbs to the top of the ladder, should she be heading up a new corporate division, or painting the kitchen ceiling? There is no doubt that women are taking on more responsibility in many companies. The question is, how are the companies adapting to the change? This film examines the effects of the women's liberation movement in several different firms, and then shows the many ways, both good and bad, that management personnel are dealing with the situation. Produced by Barbara Jample.

McGraw Hill Film Library
Princeton, New Jersey

30 min. color Rental: $45
Purchase: $450

Workshop: An Oakland University Continuum Center counselor conducted an Assertiveness Training session to acquaint students with one of the current behavioral strategies frequently being used in education and training for women.

4.55 Evaluation Process

Student input will be assessed on participation, project and exam exercises.

4.6 Module 6 "Research, Resources and References"

4.61 Rationale: The purpose of this module is to familiarize students with support materials for the preceeding modules.

4.62 Instructional Objectives

4.621 Terminal Objective: Students will be able to locate and compile their own support sources for use on their projects and tests.

4.622 Interim Objective: Students will be able to discuss research presented and apply it to other segments of the course.

4.63 Description of Instructional Content

Lecture material taken from:

Daniels, A., A Survey of Research Concerns on Women's Issues, Association of American Colleges, Washington, D.C., 1975.

Murphy, I., Public Policy on the Status of Women, Lexington Books, D.C. Heath and Co., Lexington, Mass., 1973, Chapter 4.

McGuigan, D., New Research on Women, University of Michigan, Ann Arbor, Michigan, 1974.

Ross, G., The Rights of Women, Avon Books, New York, 1973, Chart D, "Sources of Legal Help and Women's Organizations."

Also see Appendix A.3 of this monograph (Course Bibliography) and Appendix A.8, a list of Resource Materials for Women Employment in the following categories:

- Magazines, journals, newsletters
- Newspaper articles
- Pamphlets
- Handouts
- Program or training brochures
- Bibliographies
- Film lists
- Other

4.64 Description of Instructional Strategies

The two sessions covering this module included presentations made by students who researched topics or reported on outside workshops. Topics included were:

Equal Rights Amendment
Black Women-Double Jeopardy
Women and Consumer Credit
Michigan's Womens' Political Caucus
Changing Women in a Changing World (workshop)

A lecture and discussion by an Oakland University professor entitled, "The Relationship of Capitalism to the Oppression of Women."

Two commercial films -

We are Woman" and "Beyond Black and White"

Motivational Media
8271 Melrose Avenue
Los Angeles, California 90046

And finally, a summary of the course content was provided as closure for the course.

4.65 Evaluation Process

This module was especially emphasized for project and exam content.

5.0 CONCLUSION

5.1 Evaluation

5.11 Student Performance

Shortly after the beginning of the course, five categories for graded work were identified as well as the minimum acceptable standards for each:

Texts (reading assignments)
Test (Appendix A.5)
Project (Appendix A.4)
Attendance
Class Participation

Minimum requirements within each category were explained. As students completed work, their grades for each category were recorded on a progress report form. Final evaluation of student performance was an average of the grades for the work in these categories, which was the student's final grade.

5.12 Program Performance

The Department of Education's course evaluation form "Student Perceptions of Teaching-Learning Effectiveness" (Appendix A.9) was used to evaluate course and instructor performance. At the time this monograph went to press, the computerized printouts were not yet available.

5.2 Summary

In summary, "Critical Issues in Women Employment" was designed as a specialty course to acquaint students with the main issues and trends in women employment. The course attempted to offer material through multiple learning formats, namely lecture, discussion, experts, films, simulations, reading and some creative projects. The module format was used to segment material into units by topics and to provide some interim closure during a long fifteen-week term.

5.3 Recommendations

After reviewing the workability of this grant-developed pilot course, the following changes would be feasible for the next edition of the course:

a) Update texts and legal sources; these items change very rapidly. Several important books have come to attention since this course started which will definitely be a part of future courses:

Blaxall, M. and Reagan B., eds., Women and the Workplace, The Implications of Occupational Segregation, The University of Chicago Press, Chicago, 1976.

Gould, C. and Wartofsky, M., Women and Philosophy, Toward a Theory of Liberation, G. P. Putnam's Sons, New York, 1976.

Kreps, J., Women and the American Economy, A Look to the 1980's, Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1976.

_____, Sex in the Marketplace: American Women at Work, The Johns Hopkins University Press, Baltimore, 1971.

Safilios-Rothschild, C., Women and Social Policy, Prentice-Hall, Inc., New Jersey, 1974.

b) Pre-screen films, if possible, and use only those that are recent and documentary-style rather than commercial.

c) Offer class field trips in order for students to observe employment practices in their natural settings.

d) Student suggestions included offering short oral or written quizzes at the end of each module and spending more time reviewing the legislation.

e) The most popular feature of the course was the utilization of guest speaker experts and the opportunity for student interaction with these panels.

APPENDICES

Appendix A.1	Course Development Model
Appendix A.2	Instructional Module Development Model
Appendix A.3	Required Texts, Library Reserve Readings, and Course Bibliography
Appendix A.4	Undergraduate Student Questionnaire for HI and HRD Courses
Appendix A.5	Semester Exam: "Make Up Your Own Test"
Appendix A.6	"Project Choices"
Appendix A.7	"Federal Laws and Regulations Concerning Sex Discrimination in Educational Institutions"
Appendix A.8	Resource Materials for Women Employment
Appendix A.9	Student Perceptions of Teaching-Learning Effectiveness

APPENDIX A.1

COURSE DEVELOPMENT MODEL

1.0 DEVELOP STATEMENT OF RATIONALE

- 1.1 Define Course Purpose
- 1.2 Locate Course Within Curriculum

2.0 CONCEPTUALIZE THE COURSE

- 2.1 Identify Course Goals
- 2.2 Identify Major Course Topics
- 2.3 Describe the Client System

3.0 DESIGN THE COURSE STRUCTURE

- 3.1 Formulate Course Objectives
- 3.2 Describe the Course Content
- 3.3 Present An Overview of the Instructional Strategies
  - 3.31 Describe the Teaching/Learning Activities
  - 3.32 Describe the Instructional Resources
  - 3.33 Describe the Grouping Patterns
  - 3.34 Describe Time/Space Utilization Patterns
- 3.4 Design an Assessment System
  - 3.41 Design a Pre-assessment System
  - 3.42 Design an Interim Assessment System
  - 3.43 Design a Terminal Assessment System

4.0 DESIGN/DEVELOP INSTRUCTIONAL MODULES

5.0 INSTRUCT THE STUDENTS

6.0 EVALUATE PERFORMANCE

- 6.1 Evaluate Student Performance
- 6.2 Evaluate Program Performance

7.0 MODIFY THE COURSE STRUCTURE

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ROCHESTER, MI

APPENDIX A.2

INSTRUCTIONAL MODULE DEVELOPMENT MODULE

1.0 DEVELOP STATEMENT OF RATIONALE

- 1.1 Define Module Purpose
- 1.2 Locate Module Within Course Structure

2.0 FORMULATE INSTRUCTIONAL OBJECTIVES

- 2.1 Specify the Terminal Objective(s)
- 2.2 Specify the Interim Objectives

3.0 DESCRIBE INSTRUCTIONAL CONTENT

- 3.1 Inventory Learning Tasks & Subject Matter
- 3.2 Determine Student Input Competence
- 3.3 Specify Actual Learning Tasks & Subject Matter
- 3.4 Organize Instructional Content

4.0 DESIGN/DEVELOP THE INSTRUCTIONAL PLAN

- 4.1 Describe Teaching/Learning Activity
- 4.2 Select/Develop Instructional Resources
- 4.3 Describe Grouping Patterns
- 4.4 Describe Time/Space Allocations
- 4.5 Organize for Instruction

5.0 DESIGN/DEVELOP AN ASSESSMENT SYSTEM

- 5.1 Identify the Assessment Variables
- 5.2 Describe the Assessment Strategy
- 5.3 Select/Develop the Assessment Instruments
- 5.4 Specify the Assessment Procedures

6.0 INSTRUCT THE STUDENTS

7.0 EVALUATE PERFORMANCE

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APPENDIX A.3

Required Texts:

Chafe, W., The American Woman, Her Changing Social, Economic and Political Roles, 1920-1970, Oxford University Press, New York, 1972.

Ross, S., The Rights of Women. Avon Books, New York, 1973.

U.S. Equal Employment Opportunity Commission, Affirmative Action and Equal Employment, A Guidebook for Employers, Washington, D.C., 1974. Volumes I and II.

Library Reserve Reading:

Ginsburg, Ruth B., Constitutional Aspects of Sex-Based Discrimination. West Publishing Co., St. Paul, Minn., 1974.

Glazer-Malbin, Nona, and Youngelson Waehrer, Helen. Woman in a Man-Made World. Rand McNally and Company, Chicago, 1972.

Katzell, Mildred E. and Byham, William C. Women in the Work Force. Behavioral Publications, Inc., New York, 1972.

Murphy, Irene L. Public Policy on the Status of Women (Agenda and Strategy for the 70's). Lexington Books, D.C. Heath and Co., Lexington, Mass., 1973.

Rennie, Susan and Grimstad, Kirsten. The New Woman's Survival Catalog. Coward, McCann, & Geoghegan, Berkley Publishing Corp., New York, 1973.

U.S. Commission on Civil Rights, The Federal Civil Rights Enforcement Effort - 1974, Volume V, "To Eliminate Employment Discrimination," Washington, D.C., 1975.

Bibliography:

Bardwick, Judith M., Readings on the Psychology of Women. Harper and Row Publishers, New York, 1972.

Bird, Caroline. Everything a Woman Needs to Know to Get Paid What She's Worth. Bantam Books, Inc., New York, 1973.

Citizen's Advisory Council on the Status of Women. Women. Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, 1975.

DeCrow, Karen. Sexist Justice. Vintage Books, New York, 1974.

EEO Commission. Job Discrimination? Laws and Rules You Should Know. EEO Commission, Washington, D.C. 20506.

Flexner, Eleanor. The Woman's Rights Movement in the United States, the basic history text of modern feminism. Harvard University Press, Cambridge, Mass.

Gornick, Vivian and Moran, Barbara K. Woman in Sexist Society. Basic Books Inc., New York, 1971.

Jongeward, Dorothy and Scott, Dru. Affirmative Action for Women: A Practical Guide. Addison-Wesley Publishing Co., Inc., Philippines, 1973.

Manpower Administration Research Monograph No. 33. Women in Apprenticeship--Why Not?. U.S. Department of Labor, Washington, D.C. 20210, 1974.

Montana Advisory Committee. Employment Practices in Montana, The Effects on American Indians and Women. U.S. Commission on Civil Rights, 1974.

National YWCA Resource Center on Women. A Job at the End. National Board YWCA, New York, 1974.

National YWCA Resource Center on Women. Attention is Needed--Action is Called For. National Board, YWCA, New York, 1974.

Rhode Island Advisory Committee. Minorities & Women in Government: Practice Versus Promise. U.S. Commission on Civil Rights, Washington, D.C., 20425, January, 1975.

The Staff of Humanic Designs Division of Information Science Incorporated. How to Eliminate Discriminatory Practices: A Guide to EEO Compliance. AMACOM (American Mgt. Ass.), 1975.

Staff Report. Minorities & Women As Government Contractors. U.S. Commission on Civil Rights, May 1975.

Staff Report. Women and Poverty. U.S. Commission on Civil Rights, June 1974.

U.S. Department of Labor. U.S. Working Women, a chartbook. U.S. Department of Labor, Bureau of Labor Statistics, 1975.

U.S. Department of Health, Education and Welfare. Final Title IX Regulation Implementing Education Amendments of 1972 Prohibiting Sex Discrimination in Education. U.S. Dept. of HEW/Office for Civil Rights, 1975.

Utah Advisory Committee. Credit Availability to Women in Utah. U.S. Commission on Civil Rights, Washington, D.C. 20425, April 1975.

Westervelt, Esther Manning and Fixter, Deborah A. and Comstock, Margaret. Women's Higher & Continuing Education: An Annotated Bibliography With Selected References on Related Aspects of Women's Lives. College Entrance Examination Board, 1971.

Women's Bureau. Careers for Women in the 70's. U.S. Dept. of Labor, Women's Bureau, Employment Standards Administration, 1973.

Women's Bureau, Koontz, Elizabeth. A Guide to Conducting A Consultation on Women's Employment with Employers & Union Representatives. Women's Bureau, Employment Standards Administration, U.S. Dept. of Labor, 1971.

APPENDIX A.4

OAKLAND UNIVERSITY
Human Resources Development

UNDERGRADUATE STUDENT QUESTIONNAIRE FOR HI AND HRD COURSES

1. Name_____ O.U.#_____ Date_____
2. Mailing Address_____

   _____
3. Office Phone_____ Home Phone_____
4. Are you now working?_____(a) if so, what do you do?_____

   _____

   (b) where are you employed?_____
5. Describe other work experience you have had, indicating length of time.

   _____

   _____

   _____
6. What other HI or HRD courses or related courses have you taken?_____

   _____
7. Total semester hours completed at Oakland University:_____

   Elsewhere:_____
8. In what area are you majoring?_____
9. Who is your major advisor at Oakland University?_____
10. What are your special interests within the area of this course that you may want to pursue in greater depth on an individual or group basis?

    _____

    _____

    _____

    _____

11. What background do you have in areas related to this course?_____

_____

_____

_____

_____

12. What are your expectations for this course? (Outcomes, topics to be included, etc.)_____

_____

_____

_____

_____

13. Other information you want to share_____

_____

_____

_____

_____

_____Check here if you wish to be on the Human Resources Development mailing list.

APPENDIX A.5

HRD 467 "Critical Issues in Women Employment" Winter Term 1976

Semester Exam: "Make Up Your Own Test"

Due: March 22, 1976

Requirements: Write your own questions and answers covering the cognitive material in the course. This includes the 3 required texts, handouts, presentations, films, and books available on reserve at the library. Test questions should be based on the six module topics listed on the course syllabus.

Restrictions:

1) Each person must write her own exam: no collaborative work.

2) No true-false, multiple-choice, matching or fill-in-the-blank answers may be used.

3) Questions can be any combination of essay-type, applied problem solving, comparison of issues, or "use-of-key terms" essay. For each answer give the source/reference for the answer.

4) Coherent writing is essential. Complete sentences, correct spelling and grammar are required. Please type questions and answers.

5) At least six 1-page answers, or twelve 1/2-page answers are required.

Guidelines:

1) The exam should reflect summarized versions of what you think are major important issues for your needs and concerns.

2) Look at books and chapters as wholes--avoid segmenting bits of unrelated material.

3) Answer the questions correctly--do not make the mistake of putting down information that does not answer the question.

4) You may show me sample questions ahead of time if you would like my input.

5) Jot down potential questions as you read. Then choose the most comprehensive unrepetitive selections to put together your test.

6) I will circulate some sample tests from other courses. Check with me if you have questions or other ideas.

APPENDIX A.6

HRD 467 Critical Issues in Women Employment

Project Choices (Pick One)

1. Bring in a Guest Speaker (approximately 1 hour). Locate an affirmative action officer, an EEO coordinator, or an EEO counselor and invite them to visit our class. You will be responsible for giving the class advance notice, hosting the guest, and conducting an interview or discussion during the visit. Ask your guest to bring any documents available.

2. Make a presentation in class (minimum 30 minutes) including materials and handouts, on a course related topic, such as

   a) minority women
   b) male backlash to the affirmative action movement
   c) job descriptions
   d) Women's Bureau

3. Field Trip (approximately 4 hours total time). Visit a person, office or agency related to women employment and report your experiences to class:

   i.e., personnel department/business or industry; Michigan Civil Rights Commission office; NOW.

4. Book Review (minimum 5 pages). Evaluate one of the books on the course bibliography in terms of its relevance to the issues presented in the course.

For variations and scheduling, see me as soon as possible.

APPENDIX A.7

Federal Laws and Regulations Concerning
Sex Discrimination in Educational Institutions
October 1972

EXECUTIVE ORDER 11246 as amended by 11375

Effective Date- October 13, 1968

Which institutions are covered?- All institutions with federal contracts of over $10,000

What is prohibited?- Discrimination in employment (including hiring, upgrading, salaries, fringe benefits, training, and other conditions of employment) on the basis of race, color, religion, national origin or sex. Covers all employees.

Exemptions from coverage- None.

Who enforces the provisions?- Office of Federal Contract Compliance (OFCC) of the Department of Labor has policy responsibility and oversees federal agency enforcement programs. OFCC has designated HEW as the Compliance Agency responsible for enforcing the Executive Order for all contracts with educational institutions. HEW's Office for Civil Rights (Division of Higher Education) conducts the reviews and investigations.

How is a complaint made?- By letter to OFCC or Secretary of HEW

Can complaints of a pattern of discrimination be made as well as individual complaints?- Yes. However, individual complaints are referred to EEOC.

Who can make a complaint?- Individuals and/or organizations on own behalf or on behalf of aggrieved employee(s) or applicant(s).

Time limit for filing complaints- 180 days

Can investigations be made without complaints?- Yes. Government can conduct periodic reviews without a reported violation, as well as in response to complaints. Pre-award reviews are mandatory for contracts over $1,000,000.

Can the entire institution be reviewed?- Yes. HEW may investigate part or all of an institution.

Record keeping requirements and government access to records- Institution must keep and preserve specified records relevant to the determination of whether violations have occurred. Government is empowered to review all relevant records.

Enforcement power and sanctions- Government may delay new contracts, revoke current contracts, and debar institutions from eligibility for future contracts.

Can back pay be awarded?- Yes. HEW will seek back pay only for employees who were not previously protected by other laws allowing back pay.

Affirmative action requirements (There are no restrictions against action which is non-preferential)- Affirmative action plans (including numerical goals and time tables) are required of all contractors with contracts of $50,000 or more and 50 or more employees.

Coverage of labor organizations- Any agreement the contractor may have with a labor organization can not be in conflict with the contractor's affirmative action commitment.

Is harassment prohibited?- Institutions are prohibited from discharging or discriminating against any employee or applicant for employment because he/she has made a complaint, assisted with an investigation or instituted proceedings.

Notification of complaints- Notification of complaints has been erratic in the past. HEW is proposing notifying institutions of complaints within 10 days. HEW notifies institutions a few weeks prior to investigation.

Confidentiality of names- Individual complainant's name is usually given to the institution. Investigation findings are kept confidential by government, but can be revealed by the institution. Policy concerning government disclosure concerning investigations and complaints has not yet been issued. The aggrieved party and respondent are not bound by the confidentiality requirement.

For further information, contact- Division of Higher Education, Office of Civil Rights, Department of HEW, Washington, D.C. 20201 or Office of Federal Contract Compliance, Employment Standards Administration, Department of Labor, Washington, D.C. 20210 or Regional HEW or DOL Office

TITLE VII OF THE CIVIL RIGHTS ACT OF 1964 as amended by the Equal Employment Opportunity Act of 1972

Effective date- March 24, 1972 (July 1965 for non-professional workers.) (Institutions with 15-24 employees are not covered until March 24, 1973.)

Which institutions are covered?- All institutions with 15 or more employees.

What is prohibited?- Discrimination in employment (including hiring, upgrading, salaries, fringe benefits, training and other conditions of employment) on the basis of race, color, religion, national origin or sex. Covers all employees.

Exemptions from coverage- Religious institutions are exempt with respect to the employment of individuals of a particular religion or religious order (including those limited to one sex) to perform work for that institution. (Such institutions are not exempt from the prohibition of discrimination based on sex, color and national origin.)

Who enforces the provisions?- Equal Employment Opportunity Commission (EEOC)

How is a complaint made?- By a sworn complaint form, obtainable from EEOC.

Can complaints of a pattern of discrimination be made as well as individual complaints?- Yes

Who can make a complaint?- Individuals and/or organizations on own behalf or on behalf of aggrieved employee(s) or applicant(s). Members of the commission may also file charges.

Time limit for filing complaints- 180 days

Can investigations be made without complaints?- No. Government can conduct investigations only if charges have been filed.

Can entire institution be reviewed?- Yes. EEOC may investigate part or all of an establishment

Record keeping requirements and government access to records- Institution must keep and preserve specified records relevant to the determination of whether violations have occurred. Government is empowered to review all relevant records.

Enforcement power and sanctions- If attempts at conciliation fail, EEOC or the U.S. Attorney General may file suit. Aggrieved individuals may also initiate suits. Court may enjoin respondent from engaging in unlawful behavior, order appropriate affirmative action, order reinstatement of employees, and award back pay.

Can back pay be awarded?- Yes. For up to two years prior to filing charges with EEOC.

Affirmative action requirements (There are no restrictions against action which is non-preferential)- Affirmative action is not required unless charges have been filed, in which case it may be included in conciliation agreement or be ordered by the court.

Coverage of labor organizations- Labor organizations are subject to the same requirements and sanctions as employers

Is harassment prohibited?- Institutions are prohibited from discharging or discriminating against any employee or applicant for employment because he/she has made a complaint, assisted with an investigation or instituted proceedings.

Notification of complaints- EEOC notifies institutions of complaints within 10 days.

Confidentiality of names- Individual complainant's name is divulged when an investigation is made. Charges are not made public by EEOC, nor can any of its efforts during the conciliation process be made public by the commission or its employees. If court action becomes necessary, the identity of the parties involved becomes a matter of public record. The aggrieved party and respondent are not bound by the confidentiality requirement.

For further information, contact- Equal Employment Opportunity Commission, 1800 G Street, N.W., Washington, D.C. 20506 or Regional EEOC Office

EQUAL PAY ACT OF 1963 as amended by the Education Amendments of 1972 (Higher Education Act)

Effective date- July 1, 1972 (June, 1964, for non-professional workers.)

Which institutions are covered?- All institutions

What is prohibited?- Discrimination in salaries (including almost all fringe benefits) on the basis of sex. Covers all employees.

Exemptions from coverage- None.

Who enforces the provisions?- Wage and Hour Division of the Employment Standards Administration of the Department of Labor.

How is a complaint made?- By letter, telephone call, or in person to the nearest Wage and Hour Division office.

Can complaints of a pattern of discrimination be made as well as individual complaints?- Yes.

Who can make a complaint?- Individuals and/or organizations on own behalf or on behalf of aggrieved employee(s).

Time limit for filing complaints?- No official limit, but recovery of back wages is limited by statute of limitations to two years for a non-willful violation and three years for a willful violation.

Can investigations be made without complaints?- Yes. Government can conduct periodic reviews without a reported violation as well as in response to complaints.

Can the entire institution be reviewed?- Yes. Usually the Wage Hour Division reviews the entire establishment.

Record keeping requirements and government access to records- Institution must keep and preserve specified records relevant to the determination of whether violations have occurred. Government is empowered to review all relevant records.

Enforcement power and sanctions- If voluntary compliance fails, Secretary of Labor may file suit. Aggrieved individuals may initiate suits when Department of Labor has not done so. Court may enjoin respondent from engaging in unlawful behavior, and order salary raises, back pay and assess interests.

Can back pay be awarded?- Yes. For up to two years for a nonwillful violation and three years for a willful violation.

Affirmative action requirements (There are no restrictions against action which is non-preferential)- Affirmative action, other than salary increases and back pay, is not required.

Coverage of labor organizations- Labor organizations are prohibited from causing or attempting to cause an employer to discriminate on the basis of sex. Complaints may be made and suits brought against these organizations.

Is harrassment prohibited?- Institutions are prohibited from discharging or discriminating against any employee because he/she has made a complaint, assisted with an investigation or instituted proceedings.

Notification of complaints- Complaint procedure is very informal. Employer under review may or may not know that a violation has been reported.

Confidentiality of names- The identity of a complainant, as well as the employer (and union, if involved), is kept in strict confidence. If court action becomes necessary, the identity of the parties involved becomes a matter of public record. The aggrieved party and respondent are not bound by the confidentiality requirement.

For further information, contact- Wage and Hour Division, Employment Standards Administration, Department of Labor, Washington, D.C. 20210 or Field, Area, or Regional Wage and Hour Office

TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 (Higher Education Act)

Effective date- July 1, 1972 (Admissions provisions effective July 1, 1973)

Which institutions are covered?- All institutions receiving federal monies by way of a grant, loan, or contract (other than a contract of insurance or guaranty).

What is prohibited?- Discrimination against students or others on the basis of sex.

Exemptions from coverage- Religious institutions are exempt if the application of the anti-discrimination provisions are not consistent with the religious tenets of such organizations. Military schools are exempt if their primary purpose is to train individuals for the military services of the U.S. or the merchant marine. Discrimination in admissions is prohibited only in vocational institutions (including vocational high schools), graduate and professional institutions, and public undergraduate co-educational institutions.

Who enforces the provisions?- Federal departments and agencies which are empowered to extend financial aid to educational programs and activities. HEW's Office for Civil Rights (Div. of Higher Education) is expected to have primary enforcement powers to conduct the reviews and investigations.

How is a complaint made?- Procedure not yet specified. A letter to Secretary of HEW is acceptable.

Can complaints of a pattern of discrimination be made as well as individual complaints?- Yes.

Who can make a complaint?- Individuals and/or organizations on own behalf or on behalf of aggrieved party.

Time limit for filing complaints?- Procedure not yet determined.

Can investigations be made without complaints?- Yes. Government can conduct periodic reviews without a reported violation, as well as in response to complaints.

Can the entire institution be reviewed?- Yes. HEW may investigate those parts of an institution which receive federal assistance (as well as other parts of the institution related to the program, whether or not they receive direct federal assistance). If the institution receives general institutional aid, the entire institution may be reviewed.

Record keeping requirements and government access to records- Institution must keep and preserve specified records relevant to the determination of whether violations have occurred. Government is empowered to review all relevant records.

Enforcement power and sanctions- Government may delay new awards, revoke current awards, and debar institution from eligibility for future awards. Department of Justice may also bring suit at HEW's request.

Can back pay be awarded?- Probably, to the extent that employees are covered.

Affirmative action requirements (There are no restrictions against action which is non-preferential)- Affirmative action may be required after discrimination is found.

Coverage of labor organizations- Procedure not yet clear. Any agreement the institution may have with a labor organization can not be in conflict with the non-discrimination provisions of the legislation.

Is harassment prohibited?- Institutions will be prohibited from discharging or discriminating against any participant or potential participant because he/she has made a complaint, assisted with an investigation or instituted proceedings.

Notification of complaints- Procedure not yet determined.

Confidentiality of names- Identity of complainant is kept confidential if possible. If court action becomes necessary, the identity of the parties involved becomes a matter of public record. The aggrieved party and respondent are not bound by the confidentiality requirement.

For further information, contact- Division of Higher Education, Office for Civil Rights, Department of HEW, Washington, D.C. 20201, or Regional HEW Office

TITLE VII (SECTION 799A) & TITLE VII (SECTION 845 OF THE PUBLIC HEALTH SERVICE ACT as amended by the Comprehensive Health Manpower Act and the Nurse Training Amendments Act of 1971.

Effective date- November 18, 1971

Which institutions are covered?- All institutions receiving or benefiting from a grant, loan guarantee, or interest subsidy to health personnel training programs or receiving a contract under Title VII or VIII of the Public Health Service Act.

What is prohibited?- Discrimination in admission of students on the basis of sex and against some employees.

Exemptions from coverage- None.

Who enforces the provisions?- HEW's Office for Civil Rights (Division of Higher Education) conducts the reviews and investigations.

How is a complaint made?- Procedure not yet specified. A letter to Secretary of HEW is acceptable.

Can complaints of a pattern of discrimination be made as well as individual complaints?- Yes.

Who can make a complaint?- Individuals and/or organizations on own behalf or on behalf of aggrieved party.

Time limit for filing complaints- Procedure not yet determined.

Can investigations be made without complaints?- Yes. Government can conduct periodic reviews without a reported violation as well as in response to complaints.

Can the entire institution be reviewed?- Yes. HEW may investigate those parts of an institution which receive federal assistance under Title VII or VIII (as well as other parts of the institution related to the program, whether or not they receive assistance under these titles).

Record keeping requirements and government access to records- Institution must keep and preserve specified records relevant to the determination of whether violations have occurred. Government is empowered to review all relevant records.

Enforcement power and sanctions- Government may delay new awards, revoke current awards, and debar institution from eligibility for future awards. Department of Justice may also bring suit at HEW's request.

Can back pay be awarded?- Probably, to the extent that employees are covered.

Affirmative action requirements (There are no restrictions against action which is non-preferential)- Affirmative action may be required after discrimination is found.

Coverage of labor organizations- Procedure not yet clear. Any agreement the institution may have with a labor organization can not be in conflict with the non-discrimination provisions of the legislation.

Is harassment prohibited?- Institutions will be prohibited from discharging or discriminating against any participant or potential participant because he/she has made a complaint, assisted with an investigation or instituted proceedings.

Notification of complaints- Procedure not yet determined.

Confidentiality of names- Identity of complainant is kept confidential if possible. If court action becomes necessary, the identity of the parties involved becomes a matter of public record. The aggrieved party and respondent are not bound by the confidentiality requirement.

For further information, contact- Division of Higher Education, Office of Civil Rights, Department of HEW, Washington, D.C. 20201 or Regional HEW Office

SOURCE: Compiled by Project on the Status of Education of Women, Association of American Colleges, 1818 R Street, N.W., Washington, D.C. 20009.

APPENDIX A.8

RESOURCE MATERIALS FOR WOMEN EMPLOYMENT

I. Magazines, Journals, Newsletters

Monthly Labor Review, U.S. Department of Labor, Bureau of Labor Statistics, October, 1976.

Worklife, U.S. Department of Labor, Employment and Training Administration, September, 1976.

Civil Rights Digest, U.S. Department of Labor, Spring, 1974.

Laws, Judith Long, "Work Aspiration of Women: False Leads and New Starts", Cornell University, pp. 33-49.

Hartmann, Heidi, "Capitalism, Patriarchy, and Job Segregation by Sex", New School for Social Research, pp. 137-169.

Maccobey, Eleanor, Jacklin, Carol, "What We Know and Don't Know About Sex Differences", Psychology Today, 12/74, pp. 102-112.

"Jobs for This Year's College Graduates", Changing Times, 2/75, pp. 25-32.

Keyser, Marshall, "How to Apply for a Job", Journal of College Placement, Fall, 1974, pp. 63-65.

Broad, Mary, "Developing Women's Resources, Challenges for the HRD Consultant", Training and Development Journal, September, 1975.

"The Myth and the Reality", U.S. Department of Labor, Employment Standards Administration, 6/74.

Womanpower Newsletter, September, 1975.

"On Campus With Women", Association of American Colleges, No. 11, May, 1975.

Monthly Labor Review, "Sex Stereotyping: its decline in skilled trades," May, 1974, printed by U.S. Department of Labor Bureau of Labor Statistics.

Women Today, Vol. 11, No. 21, October 16, 1972, Washington, D.C.

The Spokeswoman, Vol. 4, No. 5, November 15, 1973.

Women and Work, U.S. Department of Labor, Washington, D.C., September, 1975.

II. Newspaper Articles

Detroit Free Press, January 7, 1976, "More Jobs for Women?", page 4-C.

Detroit Free Press, December 31, 1975, page 13-A, "International Women's Year - Few Gains, More Failures in Sex Discrimination".

Observer and Eccentric, August 22, 1974, page 1-C, "Trickling Down - Feminist Movement Spreads Without Pressure".

III. Pamphlets

Publication of the Women's Bureau, U.S. Department of Labor, Employment Standards Administration, 1975.

AIM - Association for the Integration of Management, Inc., 289 Park Avenue, New York, 10017.

The Feminist Press, Box 334, Old Westbury, New York, 11568.

Optimizing Human Resources, Addison-Wesley Publishing Co., Reading, Massachusetts, 01867, Advertisement for book.

Catalyst Publications, Advertisement

"Trends in the Counseling of Women in Higher Education, 1957-73" by Barbara S. Knox - Advertisement.

Addison-Wesley Publishing Co., Reading, Massachusetts, "Affirmative Action for Women", Dorothy Jongeward Advertisement

A Working Woman's Guide to Her Job Rights, U.S. Department of Labor, Women's Bureau, Revised 1975, leaflet 55.

IV. Handouts

"Is the Grass Greener on the Other Side?" from Toward a Sociology of Women. C. Safilios-Rothschild.

"Some Thoughts on the Role of Women in Culture and Education"

"Steps to Advance Equal Employment Opportunity for Women" U.S. Department of Labor, Washington, D.C.

"Comparison Between Blacks and Women"

V. Program or Training Brochures

Public Policy Guide for Career Options Workshops Participants

Michigan Women's Commission, Women's Program, 1973-74.

Today's Woman, A Customized In-Service Program for Female Employees, Division of Continuing Education, Oakland University, Rochester, Michigan.

Career Paths for Women at Work, Response and Associates, Chicago Heights, Illinois, Program, 9/30

The Emerging Woman in Management, Response and Associates, Chicago Hts., Illinois, Programs 10/9-11, 10/21-23, 11/4-6, 11/12-14

Women: Breaththrough Into Management, Florida Atlantic University

Management Briefing for Women, University of Michigan Seminar

Women in Management, Vassar College

TA Workshop, TA Management Institute

Supervising Women for Men Supervisors - Workshop, TAD Institute, Massachusetts

Continuing Education for Women, Washington, D.C.

Women in Management, Vasser College, Seminar

Women in Management, Oregon, Seminar

Psychological Evaluation and Treatment Center, Lansing, Michigan

Management Orientation for Women Supervisors, University of Michigan Seminar

Two Seminars for Women in Management, Portland, Oregon

Women in the Work World, A Career Day for Women, Eric, Pennsylvania

Management Skills for Women, May 8-9, 1974, Michigan State University

The Emerging Woman in Management, Workshop, May 6-8, 1974, Lake Forest, Illinois

One Day Training Session for Women Executives, Portland, Oregon

Developing Management Skills for Women Managers, 3-day seminar, AMR International, Inc.

Conference on Equal Employment Opportunity, November 18-20, 1973. A list of workshop leaders, speakers and panelists

Women in Management, University of Michigan, Management Seminars, Graduate School of Business Education, Ann Arbor, Michigan

VI. Bibliographies

U.S. Department of Labor, Women's Bureau, Employment Standards Administration, Publications of the Women's Bureau, July, 1974.

Kohen, Andrew I., Breinich, S. C., Shields, P., Women and the Economy: A Bibliography and A Review of the Literature on Sex Differentiation in the Labor Market, Ohio State University, March, 1975.

Catalyst, Catalyst Library Monthly Acquisition List, A National Non-Profit Organization that helps expand career opportunities for college-educated women, National Headquarters, 14 E. 60th St., New York, New York, 10022, Acquisition List No. 6, July, 1975.

University of Michigan, University Library, "Women: A Select Bibliography," 1975, Library Extension Service, University of Michigan, Ann Arbor, Michigan.

Women in Professional and Academic Life

Women in Management Bibliography, Response Associates, P.O. Box 333, Chicago Hgts., Illinois, 60411.

VII. Film Lists

Film List from 1976 Summer Employment and Training Symposium Module #2-Women in the Labor Market/Equal Employment Opportunity, Oakland University, Rochester, Michigan.

Six Films to help solve Affirmative Action and Alcoholism Problems, Motivational Media, Los Angeles, California.

IX. Other

Women's Consciousness-Raising Group Questionnaire, School of Social Work, University of Wisconsin-Madison.

A Resource List for Women, Research Centers, Institutes, and Clearinghouses. Example: Advocates for Women, 654 Market St., San Francisco, California, 94104.

Department of Labor, Manpower Administration, Washington, D.C. 20210, Selected Books and Monographs from the Research and Development Program

Know, Inc., P.O. Box 86031, Pittsburg, Pennsylvania, 15221, Categorized Price List of Books and Pamphlets

Women, Citizens Advisory Council on the Status of Women, Washington, D.C., May, 1973

Careers for Women in the 70's, U.S. Department of Labor, 1973.

Statement on Affirmative Action for Equal Employment Opportunities, U.S. Commission on Civil Rights, February, 1973.

APPENDIX A.9

DEPARTMENT OF EDUCATION - OAKLAND UNIVERSITY
Student Perceptions of Teaching - Learning Effectiveness

This form is designed to assess your satisfaction with courses offered by Oakland University's Department of Education. The first ten items are concerned with your perceptions about self-development as a result of this course. Items eleven through twenty relate to the instructor's behavior and course content.

On the five point scale, ratings are to be interpreted as follows:

5 Highly positive; highest score
4 Positive
3 Neutral
2 Negative
1 Highly negative; lowest score

	HIGH				LOW
Part 1					
1. I felt motivated to perform at a high level in this course.	5	4	3	2	1
2. I did related readings and/or discussed related topics outside of class.	5	4	3	2	1
3. When people discuss topics in this field, I am better able to recognize when they are using good or poor arguments.	5	4	3	2	1
4. When a question comes up in conversation, I can recall relevant information.	5	4	3	2	1
5. I developed increased awareness of ways to confront problems in this field.	5	4	3	2	1
6. In confronting new problems, I can use general ideas or techniques from the course to solve them.	5	4	3	2	1
7. I maintained or increased my interest in the field.	5	4	3	2	1
8. I developed significant understandings or skills in the field.	5	4	3	2	1
9. I became aware of implications and applications of the subject matter in my own life.	5	4	3	2	1

	HIGH				LOW
10. I played an active role, rather than a passive one, in mastering the content of this course.	5	4	3	2	1

Part II

11. Were the course objectives made clear to you?	5	4	3	2	1
12. Did the instructor appear adequately prepared for each class?	5	4	3	2	1
13. Was course content presented in ways which captured and maintained your interest?	5	4	3	2	1
14 Did the instructor appear sensitive to students' feelings?	5	4	3	2	1
15. Was the instructor willing to provide assistance outside of class?	5	4	3	2	1
16. Were opportunities presented for student participation in class (e.g. to discuss, ask questions, express opinions, etc.)?	5	4	3	2	1
17. Was the workload appropriate in terms of what you got out of the course?	5	4	3	2	1
18. Do the method(s) by which you are to be evaluated seem to be a fair assessment of what you have learned?	5	4	3	2	1
19. Overall, how would you rate the instruction in this course?	5	4	3	2	1
20. Would you be willing to take another course from this instructor?	5	4	3	2	1

11/73

EVALUATION SHEET

MONOGRAPH NUMBER 9, HRD 467 - Critical Issues in Women Employment

1. _____ _____
(Your Name) (Title)

_____ _____
(Institution) (Department)

_____ _____
(Address) (Phone)

2. How did you acquire this monograph?

3. One of our goals is to have people use or apply the monograph contents in some way. What are the a) immediate or b) long-range uses you may have for this monograph?

4. FOR ACADEMIC INSTITUTIONS:

In what degree program or concentration might you utilize this course?

5. FOR AGENCIES AND OTHER ORGANIZATIONS:

Would this course or the modules therein meet some of your organization's training needs? Please explain.

6. This monograph was designed around a systems model for instructional planning. Did you find this to be a helpful format?

7. OPTIONAL COMMENTS:

If you are interested in critiquing the instructional contents of the monograph, we would appreciate your comments.

Signature_____Date_____

Please return as soon as possible.

TO: Mary L. Otto, Director
Manpower Institutional Grant
School of Education
Oakland University
Rochester, MI 48063

Phone: (313) 377-4171